

# Minutes from the 30 April 2018 MTSU Faculty Senate Meeting

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30 April, 2018

Miller Training Center

## Attendance

### Present

Mark Abolins, Murat Arik, Tyler Babb, Kathryn Blankenship, Alan Boehm, Andrew Brower, Larry Burriss, Laura Cochrane, Rick Cottle, Jackie Eller, Tricia Farwell, Rebecca Fischer, Justin Gardner, Joey Gray, Jenna Gray-Hildenbrand, Shannon Harmon, Joshua Harms, Pippa Holloway, Yang Kim, Paul Kline, Alfred Lutz, Preston McDougal, Mary Martin, Pamela Morris, Susan Myers-Shirk, David Otts, John Pennington, Joshua Phillips, Ariana Postlethwait, Deana Raffo, Michael Rice, Patrick Richey, Stephen Salter, Kristi Shamburger, Mary Ellen Sloane, Donald Snead, Michelle Stevens, Sherri Stevens, Deborah Wagnon

### Excused

Angela Deboer, Timothy Greer, Robert Kalwinsky, Michelle Stevens

### Absent

Mamit Deme, Hari Garbharran, Shallum Harris, Terrance Quinn, Nat Smith, Moses Tesi

### New Senators

Robert Gordon, James "Brian" Robertson, Nancy Caukin, Elizabeth Wright, Nita Brooks, Andrew Dix, Elizabeth Wright, Joan Raines

### Visitors

President McPhee, VP Alan Thomas

## Agenda

Faculty Senate President Joey Gray called the meeting to order at 3:27 PM.

### Approval of the Minutes

Minutes of the 9 April 2018 meeting were approved by voice vote with amendments to the attendance list and attachment 3

## Senate Business - New Business

### 1. Honor Code (attachment 1)

Alfred Lutz pointed out several issues: about Section III regarding the student reporting and Section II which is taken from the academic misconduct policy. He also suggested that it be more positive and less negative.

The Honor Code proposal was tabled for discussion at a meeting in 2018-2019.

## President McPhee and Vice President for Finance Alan Thomas addressed the Senate

The President said that he wanted to address one major issue, then open up to questions. First, April first anniversary of Board, and this was the first year that university had to defend its budget in the state legislature. The session went well. The legislature adjourned last week, and the budget was approved. The President responded briefly to Trustee Johnson's email regarding faculty salaries. He said that the administration does not broadcast market adjustments, but that MTSU has made 29 market adjustments to faculty salaries in past year costing around \$300k.

He said that only 2 administrators have gotten salary increases and defended the university's salary policies. He said that salary is our #1 priority, and that when we didn't have money during budget crisis, MTSU gave bonuses.

MTSU has two sources of revenue: state appropriation, and tuition and fees. He presented some numbers on historical enrollments: 2013- 2017 we have lost 24000 credit hours only colleges with increase are CBAS +1622) BHS -4863 Other colleges have lost enrollment to a greater or lesser degree. Overall, enrollment was up to 27000 students in 2008, now down to 22000.

There have been 177 new faculty lines [not clear if this is net or gross], but a decline in tuition income, and MTSU has lost money from the THEC formula.

He asked, have we eliminated departments? Fired faculty? No.

There have been 5 or 6 open community sessions to talk about budget. Student success initiative began 5 years ago. The curve is going up: progress in retention and degrees has gotten us 1.7 million from state. We were performing highly before, other schools with lower rates did better by improving, rather than by overall success (Austin Peay, UT Martin, UT Chattanooga). McPhee said he has been raising cain about this.

Results this year are making a difference. We have lost \$9 million in revenue since the fiscal downturn.

Wants us to understand that when we have resources that salary increases are #1. Now we are in a place to look at addressing the issue of market for salaries. Plan is to develop a strategy over 2-3 years, to develop a pool of dollars, and to make significant progress towards market issue if enrollment and retention hold maybe 2 million towards addressing compensation. He wants feedback from senate regarding compensation strategies. He has talked to the Board about this. We were talking about 2% cuts a few months ago, and now we can think about improving salaries. However, of course, there is a zero sum – salaries vs. other things.

Alan Thomas (VP finance) - when the governor's budget comes out, 2.5% increase pool could be across the board, or whatever, 2.7 million from the state. It will cost 4.1 million for an across the board 2.5% increase. Can institution put in more than 1.4 million? If so, could increase above 2.5%, with the additional for "market". Thomas laid out several options: cross the board percentage raise - "everybody gets something (\$750 minimum) disadvantage is that it leaves less to address market. He noted that some faculty are above market. Alternative, all market – not everybody gets something. Does not take as long to get to market that way. He thinks the sweet

spot is in the middle. Market today is not market next year it is a moving target. When THEC asks for new funding from the state it is given out based on the formula...Tuition increases? THEC caps annual increases. Fixed costs increase every year.

President – there are many fixed costs – software, increases in promotions, utilities for science building. He reemphasized rhetoric about not cutting jobs and went on regarding bringing state employees to market and talking to the governor.

Alan Thomas – There has been loss of credit hours for most colleges – there could be reallocation of positions from one college to another based on growth or shrinking. A 2.5% across the board plus \$2 million extra to address market would make a 43% improvement in salary deficit issues. We need 8.5 million to get to market. If we did a 1% across the board and everything else market, we could make 54% improvement to market. If all salary increases dollars went to market adjustments, a 58% improvement to getting to market.

Mary Martin asks what year is the benchmark? 2014-2015

The President and VP opened to discussion up for comments from the senate

Larry Burriss – tuition – is there a break point where enrollment starts to drop?

Alan Thomas – says they are trying to model those things - a lot of variables

President talks about not raising the tuition – affordability is important. MTSU had too many students, recession knocked down applications. He mentioned that there is some national concern about tuition increases. Legislators are concerned about high cost of tuition and have proposed a “tuition transparency bill” – if passed, MTSU would need to publish fee increases for 15 day period and to justify why the fee is being increased.

\$300/credit hour in state how does that compare to peers? We are more efficient – too efficient. Funding based on enrollment was not working – change to performance instead. MTSU was the 47<sup>th</sup> best value in the U.S. according to Forbes a few years ago.

Steven Salter - 1. net tuition (in terms of scholarships, etc.) different than gross tuition

“we are looking at that” There is an unfunded mandate - \$3 million from budget because of this employee kids who get to go to college for free)

Salter 2: DNJ said MTSU gave athletic program \$3 million more than original \$9 million budgeted – excessive?

President- reality is 90% of institutions cannot fund athletics with revenues from sports. We do transfer dollars to support athletics. Talks about UT. Concern about MTSU is how much money goes to support students 400 students on scholarship. How much would we lose if we did not have that?

Susan Myers-Shirk – balance between market and across-the-board. New stellar junior faculty in History – afraid they are going to lose them if they get a better offer.

Mary Martin – Everybody saw the 2.5% and assumed across the board, but people will be unhappy if they were expecting 2.5% and get 1%.

President – nothing was mandated, and people should understand that.

Zero-sum game? What can we do to change this – the additional revenue should go to market.

Mary Martin - Did last few efforts to reach market make it?

President said we made some big improvements

A senator asked about what does “market” look like?

Look at each classification and 55% faculty, 15% administrators, 25% staff – look at market study and see how far that will go.

What happens if enrollment drops by 5 or 6%?

President - A lot of factors in play. He referred back to the Board's suggestion of a 2% cut and merit and only merit. He had a conference call with board members to tell them about the salary plan, and told them he was talking about addressing this year either across the board or market salary improvements.

What can be done to get to market? Some suggested that all the money should go towards market. Others said, 2.5% this year – something else next time.

The President called for a rather ambiguous vote from the Senate on whether he should “consider” 2.5% or market. Not surprisingly, the consensus was that both should be considered.

### Senate Business - New Business, continued

#### 1. New Outstanding Teacher Award Guidelines (see attachment 2)

Full time faculty includes instructors

Motion for flexibility in numbers of courses

Some further changes (see appendix)

Approved on a voice vote by all but 2 senators

#### 2. Award Presentation for Outgoing Senators

President-elect Pippa Holloway presented awards with Joey Gray

- Certificates for senators whose terms are up

- a pen for secretary

- a treasure trove of prizes for the prez

The meeting was adjourned at 4:45ish.

Respectfully submitted,

Andy Brower

2018 Faculty Senate Recording Secretary

# Honor Code

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## I. Honor Code Statement

All students will sign the following pledge at the time they formally accept admission to Middle Tennessee State University (MTSU). Students who have not signed the pledge will not be allowed to register for classes.

## Middle Tennessee State University Honor Pledge

By my signature below, I affirm on my honor that I will abstain from misconduct in all academic work. I have read and understand the Honor Code and I will abide by its provisions. I will work to strengthen the honor of MTSU by upholding the Honor Code myself and working to ensure others do as well.

## II. Academic Misconduct

Any form of academic misconduct is a serious offense in an academic community. At MTSU such misconduct will be referred to the Director of Student Academic Ethics and could result in – but not be limited to - assignment of an F for assignment, exam, and/or the course, academic probation, separation from the MTSU community, or additional sanctions based on the severity of the academic misconduct. It is essential, therefore, that every student understands the standards of academic honesty and how to avoid misconduct by proper acknowledgment of intellectual indebtedness. A lack of awareness or understanding of what constitutes academic misconduct will not excuse a violation. Any attempt to commit any of the following infractions also constitutes academic misconduct. Academic misconduct includes but is not limited to:

1. **Plagiarism.** Failure to acknowledge ideas, phrases, data, music, images, or other intellectual property gained from a preexisting body of work. This includes self-plagiarism, and/or the submission of one piece of work in more than one course without the explicit permission of the instructors involved, and /or the submission of work as one's own that has been prepared by another person.
2. **Cheating on assessments.** To give or receive assistance from written material, another person, his or her paper, or any other source, including electronic sources, or to attempt to do so, on any assessment, including but not limited to examinations, homework or tests. The only exceptions will be at the explicit instruction of the teacher of the course.
3. **Cooperative or collaborative effort in coursework without acknowledgment and explicit permission of the instructor.** Assume that acknowledgement is necessary any time you collaborate and/or cooperate, unless you are expressly informed that it is not. This is not meant to inhibit discussion and debate of academic subjects either inside or

outside the classroom but to give deserved credit to those to whom we are creatively or intellectually indebted.

4. **Forgery or falsification of academic documents.**
5. **Misrepresentation or falsification of data** in any coursework.

### **III. Student Obligation**

Aside from refraining from all forms of academic misconduct, MTSU students are expected to take proactive steps to support the Honor Code and to respond to incidents of academic misconduct. Such steps may include: signing the pledges on exams and papers stating that the assignment has been completed in accordance with the Honor Code; informally discussing the Honor Code with other students, especially incoming students; or taking appropriate action when witnessing suspected misconduct.

#### **Upon Witnessing a Violation of Academic Misconduct**

Integrity and trust are at the core of every academic enterprise and the mission of MTSU. Our community can only thrive on candor and honor. Students who witness violations are required to take appropriate action. What constitutes appropriate action may vary with the case but include:

- talking to, or confronting, a student who may be violating the Honor Code;
- during an in-class exam, tapping a pencil on a desk to remind other students of their obligations;
- asking an instructor to proctor an exam;
- consulting a faculty adviser or confidant for help; or
- reporting the suspected misconduct to the instructor of the course

## **MTSU Outstanding Teaching Award Guidelines**

A nominee for the Outstanding Teaching Award must maintain a consistent record of outstanding teaching performance and implement effective and innovative teaching methods which demonstrate exceptional abilities to motivate student learning. Nominee must show a concern for students and their wider education as well as their career preparation and must also contribute to the educational process outside of the classroom (curriculum planning, supervision of programs, development of community programs, research, etc.).

### **Guidelines for Nomination**

1. Faculty may receive nominations from at least two of the three groups: alumni, faculty, and students. More than one nomination must come from at least one group.
2. A faculty member may nominate only one person.
3. Only full-time faculty are eligible for nomination.
4. Faculty nominated must be in at least their fourth year at MTSU.
5. Previous award winners may compete five years following receipt of their last award.

### **Required Application Materials for E-portfolio**

The following evidence must be provided via an e-portfolio, no hard copy portfolios will be accepted.

#### **1. Home page with the following information**

- Nominee's name and title (ex: John Doe, Ph.D., Associate Professor and University Distinguished Teaching Professor)
- Department
- University
- Contact information, including mailing address, phone number, and email address

#### **2. Main Contents of E-Portfolio**

- A statement of the nominee's teaching philosophy
- A 3-5 page summary statement by the nominee highlighting his/her excellence in teaching in relation to the award criteria
- Up to 5 documented exemplars of outstanding teaching (e.g., syllabi, activities, assessments, peer reviews, and teaching evaluations)
- Syllabi for 2-3 courses taught in the last three years, and examples of course materials from each course:
  - An example of assessments used to ascertain student attainment of learning outcomes from each course.

- An example of student engagement in learning from each course (such as active learning strategies, field experiences, service learning, learning communities, and/or student research).
- A description and any relevant artifacts that illustrate the nominee's approach to continuous quality improvement of innovative course materials.
- Pedagogical scholarship (if applicable)

### **3. Supporting Materials**

- Student evaluations for each course taught over the last four years. When applicable, results should be displayed in comparison to appropriate referent group (e.g., by college, department, or modality).
- Curriculum Vitae
- Evidence of academic-related interaction with students beyond the classroom (if not adequately illustrated in other materials)
- Evidence of commitment to high quality education from participation in teacher training and/or academic teaching conferences.

### **4. Letters of Support**

- Three letters of support from former students. At least one letter should be from an undergraduate student taught in the last three years.
- Two letters of support from peer faculty who are familiar with the nominee's curriculum and teaching style.
- A letter of support from the department chair.

## **Final Selection**

The Outstanding Teaching Award Committee will consist of 7 members (including the committee chair) representing the faculty, foundation, alumni, SGA, and administration will review the nominees to determine if each meets the above criteria.

Award nominees must clearly demonstrate their commitment to teaching and a sustained capability to deliver excellence to the student learning experience. The review of portfolios is expected to evaluate teaching excellence using the following criteria:

- Sustained high performance in student exit (end-of-course) evaluations for more than one course, at any level; evidence to include high evaluation scores and trends.
- Syllabi clearly articulate the expected student learning outcomes and major assignments clearly and compellingly align with those outcomes.
- Compelling recommendations from students, peer faculty and department chair that speak highly of nominees' curriculum quality and classroom expertise.
- Provides clear and compelling evidence of innovative course development, materials and content that together inspire students' curiosity and creativity.
- Provides clear and compelling commitment to and evidence of continuous improvement and innovation in the preparation of course materials.
- Demonstrates a clear and compelling focus on student engagement in the learning process through innovative and inclusive teaching techniques.
- Employs a variety of teaching tools and mediums into courses.



- Clear and compelling academic-related interaction with students beyond the classroom, such as sponsorship of student organizations, sponsorship of scholastic fraternities, field experiences, and student research.
- Additional extraordinary commitment to teaching including mentoring students, service learning, engagement, advising, and thesis advising.